



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 12301612
SAU: MSAD 36
School: Livermore Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science Results	10-12

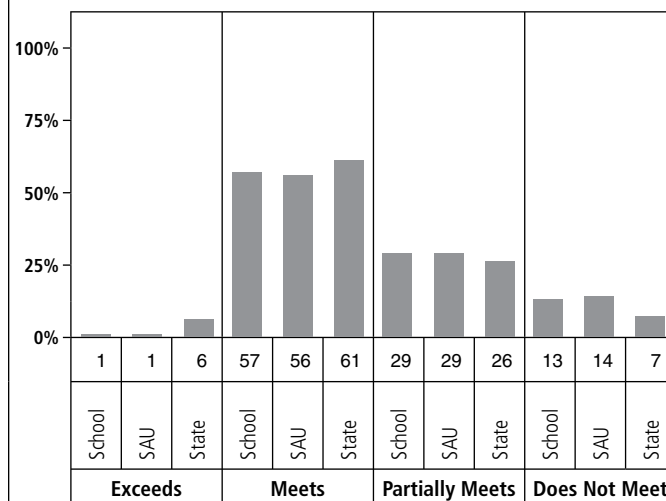
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: MSAD 36
School: Livermore Elementary School

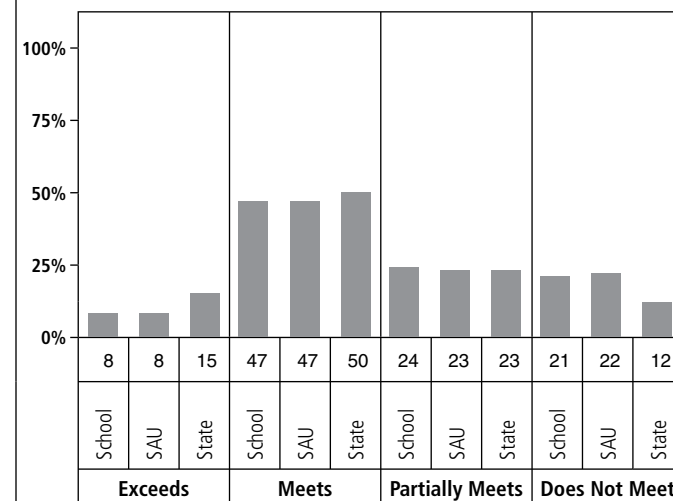
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	541	541	544
2007–2008	546	546	545
2008–2009	543	542	546
Cum. Avg.*	543	543	545
Mathematics			
2006–2007	542	542	546
2007–2008	549	549	546
2008–2009	542	541	547
Cum. Avg.*	544	544	546
Science			
2008–2009 **	541	540	543

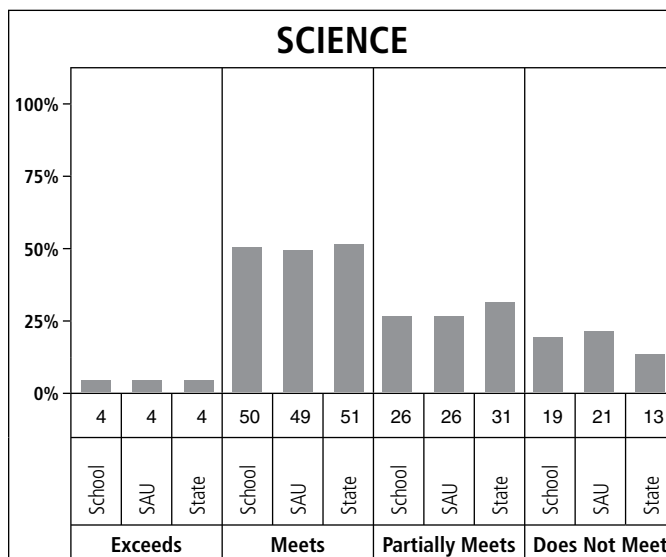
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: MSAD 36
School: Livermore Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	73	100	74	100	14212	100	72	99	73	99	14135	100	72	99	73	99	14144	100	72	99	73	99	14137	100
Ethnicity African American/Black	2	3	2	3	397	3	1	50	1	50	388	98	1	50	1	50	393	99	1	50	1	50	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	1	1	1	1	259	2	1	100	1	100	253	98	1	100	1	100	258	100	1	100	1	100	257	99
Hispanic	3	4	3	4	175	1	3	100	3	100	172	99	3	100	3	100	172	99	3	100	3	100	173	99
Caucasian/White	67	92	68	92	13271	93	67	100	68	100	13212	100	67	100	68	100	13211	100	67	100	68	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	11	15	12	16	2479	17	11	100	12	100	2454	100	11	100	12	100	2455	100	11	100	12	100	2451	99
Current LEP	1	1	1	1	374	3	1	100	1	100	359	96	1	100	1	100	370	99	1	100	1	100	366	98
Economically disadvantaged	48	66	49	66	5848	41	47	98	48	98	5815	100	47	98	48	98	5819	100	47	98	48	98	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	45	62	46	62	10849	76	45	62	46	62	10872	76	45	62	46	62	10976	77
Identified disability (PET/IEP)	0	0	1	2	298	3	0	0	1	2	307	3	0	0	1	2	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	27	37	27	36	3122	22	27	37	27	36	3124	22	27	37	27	36	3019	21
Identified disability (PET/IEP)	11	41	11	41	1992	64	11	41	11	41	2000	64	11	41	11	41	1971	65
LEP	1	4	1	4	184	6	1	4	1	4	196	6	1	4	1	4	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	15	56	15	56	907	29	15	56	15	56	886	28	15	56	15	56	826	27
Participation through alternate assessment (PAAP)	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	1	1	1	1	58	0	1	1	1	1	49	0	1	1	1	1	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 36
School: Livermore Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	1	2	1	2	702	5
	2007-2008	4	6	4	6	659	5
	2008-2009	1	1	1	1	836	6
	Cum. Total*	6	3	6	3	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	22	36	22	36	7730	55
	2007-2008	40	63	40	62	8195	58
	2008-2009	41	57	41	56	8495	61
	Cum. Total*	103	52	103	52	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	30	49	30	49	4182	30
	2007-2008	15	23	15	23	3800	27
	2008-2009	21	29	21	29	3667	26
	Cum. Total*	66	34	66	33	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	8	13	8	13	1419	10
	2007-2008	5	8	6	9	1362	10
	2008-2009	9	13	10	14	973	7
	Cum. Total*	22	11	24	12	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	28.7	59.8	28.5	59.4	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.1	58.8	14.0	58.3	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	14.5	60.4	14.4	60.0	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 36
School: Livermore Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	72	1	1	41	57	21	29	9	13	543	73	1	56	29	14	542	13971	6	61	26	7	546
Ethnicity																						
African American/Black	1										1						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	1										1						252	11	58	21	11	547
Hispanic	3										3						166	4	54	32	10	543
Caucasian/White	67	1	1	38	57	19	28	9	13	543	68	1	56	28	15	543	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	3	27	4	36	4	36	533	12	0	25	33	42	533	2290	0	29	47	23	537
No	61	1	2	38	62	17	28	5	8	544	61	2	62	28	8	544	11681	7	67	22	4	548
Current LEP																						
Yes	1										1						354	1	35	34	30	538
No	71	1	1	40	56	21	30	9	13	543	72	1	56	29	14	542	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	47	1	2	22	47	15	32	9	19	541	48	2	46	31	21	540	5716	2	51	35	12	542
No	25	0	0	19	76	6	24	0	0	547	25	0	76	24	0	547	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	72	1	1	41	57	21	29	9	13	543	73	1	56	29	14	542	13963	6	61	26	7	546
Gender																						
Female	35	0	0	20	57	12	34	3	9	543	35	0	57	34	9	543	6882	8	62	24	6	547
Male	37	1	3	21	57	9	24	6	16	542	38	3	55	24	18	542	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1914	1	41	44	14	540
No	72	1	1	41	57	21	29	9	13	543	73	1	56	29	14	542	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	72	1	1	41	57	21	29	9	13	543	73	1	56	29	14	542	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 36
School: Livermore Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	2	67	0	0	1	33	541	6	0	50	0	50	537	4	2	40	34	24	540
B. less than one hour	63	1	2	22	49	16	36	6	13	542	63	2	49	36	13	542	70	6	63	26	6	546
C. one to two hours	31	0	0	16	73	5	23	1	5	546	31	0	73	23	5	546	24	7	61	26	6	546
D. more than two hours	1	0	0	1	100	0	0	0	0	554	1	0	100	0	0	554	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	39	0	0	17	61	9	32	2	7	545	39	0	61	32	7	545	36	10	67	18	5	549
B. good	45	1	3	20	63	7	22	4	13	543	46	3	61	21	15	543	47	5	62	27	6	546
C. fair	14	0	0	3	30	5	50	2	20	538	14	0	30	50	20	538	15	2	47	40	12	541
D. poor	1	0	0	1	100	0	0	0	0	550	1	0	100	0	0	550	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	31	1	5	16	73	5	23	0	0	548	31	5	73	23	0	548	31	9	65	20	5	548
B. They match some of what I have learned.	52	0	0	20	54	12	32	5	14	542	53	0	53	32	16	542	55	5	63	27	5	546
C. They match just a little of what I have learned.	11	0	0	4	50	2	25	2	25	540	11	0	50	25	25	540	10	3	45	38	14	542
D. There is no match.	6	0	0	1	25	2	50	1	25	537	6	0	25	50	25	537	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	29	0	0	12	60	7	35	1	5	544	28	0	60	35	5	544	16	3	49	32	15	542
B. about the same as my regular schoolwork	51	1	3	21	58	11	31	3	8	544	52	3	57	30	11	544	64	7	63	25	5	547
C. easier than my regular schoolwork	20	0	0	8	57	3	21	3	21	541	20	0	57	21	21	541	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	13	0	0	3	33	5	56	1	11	539	14	0	30	50	20	538	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	57	1	3	23	59	11	28	4	10	544	57	3	59	28	10	544	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	29	0	0	14	70	4	20	2	10	545	29	0	70	20	10	545	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	37	0	0	19	73	6	23	1	4	546	36	0	73	23	4	546	20	10	64	21	5	548
B. 20 minutes to an hour	55	1	3	19	49	14	36	5	13	543	56	3	48	35	15	542	56	7	65	24	5	547
C. less than 20 minutes	1	0	0	0	0	0	0	1	100	524	1	0	0	0	100	524	10	3	52	33	12	543
D. I rarely read at home.	7	0	0	3	60	1	20	1	20	542	7	0	60	20	20	542	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	23	1	6	7	44	6	38	2	13	542	23	6	44	38	13	542	25	3	53	33	11	543
B. six to ten pages	21	0	0	7	47	7	47	1	7	541	23	0	44	44	13	540	26	6	61	26	7	546
C. eleven or more pages	56	0	0	26	67	8	21	5	13	545	55	0	67	21	13	545	49	8	65	23	5	547
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	542	50	0	100	0	0	542						
B.	0										0											
C.	0										0											
D.	50	0	0	1	100	0	0	0	0	544	50	0	100	0	0	544						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 36
School: Livermore Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	7	11	7	11	1711	12
	2007-2008	10	16	10	15	1617	12
	2008-2009	6	8	6	8	2119	15
	Cum. Total*	23	12	23	12	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	23	38	23	38	6778	48
	2007-2008	40	63	40	62	7284	52
	2008-2009	34	47	34	47	7046	50
	Cum. Total*	97	49	97	49	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	20	33	20	33	3884	28
	2007-2008	9	14	9	14	3341	24
	2008-2009	17	24	17	23	3193	23
	Cum. Total*	46	23	46	23	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	11	18	11	18	1683	12
	2007-2008	5	8	6	9	1778	13
	2008-2009	15	21	16	22	1638	12
	Cum. Total*	31	16	33	17	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	22.7	47.3	22.5	46.9	25.5	53.1
A. Number	18	38	8.0	44.4	8.0	44.4	9.8	54.4
B. Data	10	21	4.7	47.0	4.7	47.0	5.2	52.0
C. Geometry	10	21	4.6	46.0	4.6	46.0	4.7	47.0
D. Algebra	10	21	5.3	53.0	5.2	52.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: MSAD 36
 School: Livermore Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	72	6	8	34	47	17	24	15	21	542	73	8	47	23	22	541	13996	15	50	23	12	547
Ethnicity																						
African American/Black	1										1						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	1										1						257	19	50	20	12	548
Hispanic	3										3						166	9	43	31	17	543
Caucasian/White	67	6	9	33	49	14	21	14	21	542	68	9	49	21	22	542	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	4	36	2	18	5	45	529	12	0	33	17	50	528	2307	3	32	32	33	536
No	61	6	10	30	49	15	25	10	16	544	61	10	49	25	16	544	11689	17	54	21	8	549
Current LEP																						
Yes	1										1						365	5	33	30	32	536
No	71	6	8	33	46	17	24	15	21	542	72	8	46	24	22	541	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	47	2	4	20	43	12	26	13	28	538	48	4	42	25	29	538	5731	7	46	29	18	542
No	25	4	16	14	56	5	20	2	8	548	25	16	56	20	8	548	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	72	6	8	34	47	17	24	15	21	542	73	8	47	23	22	541	13988	15	50	23	12	547
Gender																						
Female	35	1	3	19	54	6	17	9	26	540	35	3	54	17	26	540	6889	14	51	23	12	546
Male	37	5	14	15	41	11	30	6	16	543	38	13	39	29	18	542	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1918	3	39	36	22	539
No	72	6	8	34	47	17	24	15	21	542	73	8	47	23	22	541	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	72	6	8	34	47	17	24	15	21	542	73	8	47	23	22	541	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 36
School: Livermore Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	2	67	0	0	1	33	542	6	0	50	0	50	535	4	8	38	26	28	539
B. less than one hour	63	2	4	22	49	9	20	12	27	539	63	4	49	20	27	539	70	15	52	23	10	547
C. one to two hours	31	3	14	10	45	8	36	1	5	548	31	14	45	36	5	548	24	15	51	23	11	547
D. more than two hours	1	1	100	0	0	0	0	0	0	566	1	100	0	0	0	566	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	34	4	17	15	63	2	8	3	13	548	33	17	63	8	13	548	34	28	50	14	8	552
B. good	41	2	7	11	38	11	38	5	17	541	40	7	38	38	17	541	45	11	54	24	10	546
C. fair	18	0	0	5	38	3	23	5	38	536	19	0	36	21	43	535	18	3	45	33	19	540
D. poor	7	0	0	3	60	1	20	1	20	540	7	0	60	20	20	540	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	32	4	17	14	61	2	9	3	13	546	33	17	58	8	17	545	38	22	52	19	7	550
B. They match some of what I have learned.	54	2	5	17	45	12	32	7	18	541	53	5	45	32	18	541	48	12	53	24	11	546
C. They match just a little of what I have learned.	10	0	0	2	29	2	29	3	43	537	10	0	29	29	43	537	11	6	40	30	24	540
D. There is no match.	4	0	0	1	33	1	33	1	33	535	4	0	33	33	33	535	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	21	1	7	6	40	4	27	4	27	540	21	7	40	27	27	540	17	7	42	30	21	540
B. about the same as my regular schoolwork	66	3	6	25	53	11	23	8	17	543	66	6	53	23	17	543	64	15	53	23	10	547
C. easier than my regular schoolwork	13	2	22	3	33	2	22	2	22	544	13	22	33	22	22	544	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	1	0	0	0	0	1	100	0	0	536	1	0	0	100	0	536	7	6	39	27	27	539
B. 30–45 minutes	38	0	0	14	52	8	30	5	19	542	39	0	50	29	21	541	28	9	49	28	15	544
C. 45–60 minutes	58	6	15	19	46	7	17	9	22	543	57	15	46	17	22	543	41	17	53	21	9	548
D. more than 60 minutes	3	0	0	1	50	1	50	0	0	541	3	0	50	50	0	541	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	1	0	0	0	0	0	0	1	100	526	3	0	0	0	100	520	6	14	43	24	20	543
B. two or three days a week	8	0	0	1	17	3	50	2	33	533	8	0	17	50	33	533	24	17	52	21	10	548
C. two or three times each month	48	2	6	15	44	11	32	6	18	541	47	6	44	32	18	541	33	17	52	21	9	548
D. never or almost never	42	4	13	18	60	3	10	5	17	546	42	13	60	10	17	546	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	13	0	0	2	22	1	11	6	67	526	14	0	20	10	70	525	23	13	47	26	15	545
B. two or three days a week	41	4	14	16	55	5	17	4	14	547	40	14	55	17	14	547	31	17	52	21	10	548
C. two or three times each month	20	2	14	6	43	5	36	1	7	545	19	14	43	36	7	545	27	17	52	21	10	548
D. never or almost never	27	0	0	10	53	6	32	3	16	541	26	0	53	32	16	541	20	12	50	24	14	545
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	544	50	0	100	0	0	544						
B.	0										0											
C.	0										0											
D.	50	0	0	1	100	0	0	0	0	558	50	0	100	0	0	558						

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 36
School: Livermore Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	3	4	3	4	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	36	50	36	49	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	19	26	19	26	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	14	19	15	21	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	27.8	57.9	27.6	57.5	29.2	60.8
D. The Physical Setting	24	50	12.3	51.3	12.2	50.8	12.9	53.8
E. The Living Environment	24	50	15.5	64.6	15.4	64.2	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 36
School: Livermore Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	72	3	4	36	50	19	26	14	19	541	73	4	49	26	21	540	13995	4	51	31	13	543
Ethnicity																						
African American/Black	1										1						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	1										1						256	5	51	27	17	542
Hispanic	3										3						167	1	40	37	22	539
Caucasian/White	67	3	4	33	49	18	27	13	19	541	68	4	49	26	21	540	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	4	36	3	27	4	36	533	12	0	33	25	42	531	2309	2	29	39	29	536
No	61	3	5	32	52	16	26	10	16	542	61	5	52	26	16	542	11686	5	56	30	10	545
Current LEP																						
Yes	1										1						361	1	23	32	44	533
No	71	3	4	36	51	18	25	14	20	541	72	4	50	25	21	541	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	47	1	2	22	47	13	28	11	23	539	48	2	46	27	25	538	5729	2	42	37	20	539
No	25	2	8	14	56	6	24	3	12	545	25	8	56	24	12	545	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	72	3	4	36	50	19	26	14	19	541	73	4	49	26	21	540	13987	4	51	31	13	543
Gender																						
Female	35	1	3	17	49	8	23	9	26	539	35	3	49	23	26	539	6886	4	49	33	14	542
Male	37	2	5	19	51	11	30	5	14	542	38	5	50	29	16	541	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1917	1	31	41	28	536
No	72	3	4	36	50	19	26	14	19	541	73	4	49	26	21	540	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	72	3	4	36	50	19	26	14	19	541	73	4	49	26	21	540	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 36
School: Livermore Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	33	0	0	2	67	530	6	0	25	0	75	523	4	2	37	35	25	538
B. less than one hour	63	1	2	20	44	15	33	9	20	540	63	2	44	33	20	540	70	4	53	31	12	544
C. one to two hours	31	2	9	14	64	4	18	2	9	546	31	9	64	18	9	546	24	5	51	31	12	544
D. more than two hours	1	0	0	1	100	0	0	0	0	560	1	0	100	0	0	560	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	14	0	0	6	60	2	20	2	20	540	15	0	55	18	27	537	26	7	56	26	11	545
B. good	61	2	5	23	53	14	33	4	9	544	60	5	53	33	9	544	53	4	53	31	11	544
C. fair	18	1	8	4	31	2	15	6	46	537	18	8	31	15	46	537	18	2	41	39	17	540
D. poor	7	0	0	3	60	1	20	1	20	538	7	0	60	20	20	538	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	17	1	8	8	67	0	0	3	25	543	17	8	67	0	25	543	23	5	56	28	11	544
B. They match some of what I have learned.	48	1	3	19	56	10	29	4	12	543	49	3	54	29	14	542	48	5	52	31	12	544
C. They match just a little of what I have learned.	32	1	4	8	35	9	39	5	22	539	32	4	35	39	22	539	23	4	49	33	14	543
D. There is no match.	3	0	0	1	50	0	0	1	50	538	3	0	50	0	50	538	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	31	1	5	9	41	7	32	5	23	540	31	5	41	32	23	540	23	5	48	31	16	543
B. about the same as my regular schoolwork	55	2	5	20	51	10	26	7	18	542	56	5	50	25	20	541	58	4	52	32	12	543
C. easier than my regular schoolwork	14	0	0	7	70	2	20	1	10	543	14	0	70	20	10	543	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	21	1	7	8	53	5	33	1	7	544	21	7	53	33	7	544	33	5	51	31	14	543
B. a few times a week	51	1	3	19	53	6	17	10	28	540	51	3	51	16	30	539	45	4	52	32	11	544
C. once a week	11	1	13	2	25	4	50	1	13	540	11	13	25	50	13	540	8	4	50	30	16	542
D. a few times a month	17	0	0	7	58	4	33	1	8	543	17	0	58	33	8	543	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	29	1	5	4	20	8	40	7	35	534	28	5	20	40	35	534	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	30	0	0	10	48	7	33	4	19	541	30	0	48	33	19	541	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	24	0	0	15	88	2	12	0	0	548	25	0	83	11	6	546	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	17	2	17	7	58	2	17	1	8	547	17	17	58	17	8	547	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	38	2	7	13	48	6	22	6	22	542	39	7	46	21	25	541	47	4	51	32	12	543
B. a few times a month	31	1	5	15	68	5	23	1	5	547	31	5	68	23	5	547	27	5	54	30	11	544
C. once a month	20	0	0	4	29	5	36	5	36	534	19	0	29	36	36	534	10	5	49	30	15	543
D. never or almost never	11	0	0	4	50	3	38	1	13	540	11	0	50	38	13	540	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	33	2	9	13	57	3	13	5	22	543	34	8	54	13	25	541	46	4	52	32	12	543
B. a few times a month	29	1	5	12	60	5	25	2	10	546	28	5	60	25	10	546	28	5	53	30	12	544
C. once a month	17	0	0	5	42	3	25	4	33	537	17	0	42	25	33	537	11	4	47	34	15	542
D. never or almost never	21	0	0	6	40	7	47	2	13	537	21	0	40	47	13	537	15	4	50	30	16	542
Optional school/SAU question																						
A.	50	0	0	0	0	0	0	1	100	520	50	0	0	0	100	520						
B.	0										0											
C.	0										0											
D.	50	0	0	0	0	1	100	0	0	534	50	0	0	100	0	534						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number